**Camille Gouveia**

Little Red Riding Hood: Folklores

*Adapted by Rachel Klein and Javaid Khan (http://learning.blogs.nytimes.com)*

Grade level: 6th grade and above depending on the level of proficiency.

Estimated time Lesson: Five 50 minute periods

Overview: In this lesson, students can learn about folklores through an annotated version of Little Red Riding Hood. Their research culminates in reading literature that celebrates the movement’s cultural recognitions of the folklore.

Content Objective:

Students will:

* Infer the main characteristics of Little Red Riding Hood.

*Assessment: I will observe that the students understand those characteristics of the Little Red Riding Hood through pictures and one word answers.*

* Identify a folk lore and modify it according to the characteristics of Little Red Riding Hood.

*Assessment: PP and EP will illustrate a folk lore according to the characteristics of Little Red Riding Hood*

Linguistic Objectives: Students will be able to use the new words learned to improve their writing and comprehension.

*Pre-Production (PP):* The student will be able to identify and record new vocabulary words and short descriptive phrases that will be useful in writing.

*Early Production (EP):* The student will be able to identify and record new vocabulary words and short descriptive phrases that will be useful in writing.

*Assessment- PP: The students will match the vocabulary words with pictures.*

*-EP: The students will answer questions about the vocabulary using one word answers for comprehension.*

*Speech Emergence (SE):* The student will be able to use new vocabulary words, and create their folklore from examples presented by the teacher

*Intermediate Fluency (IM):* The student will be able to use new vocabulary words, and create their own story from examples presented by the teacher

*Assessment- (SE) and (IM) The folk lore that the students write must show the characteristics of Little Red Riding Hood*

Cultural Objective:

The student will:

* Be able to learn more about the culture of the Little Red Riding Hood and how it can be different yet very similar
* Compare the story of Little Red Riding Hood to a story they know in their culture.

Sunshine State Standards:

LA.8.1.6.1 The student uses multiple strategies to develop grade appropriate vocabulary.

LA.8.1.6.3 The student uses multiple strategies to develop grade appropriate vocabulary.

LA.8.1.6.5: The student will relate new vocabulary to familiar words;

LA.8.4.1.2: The student will write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.

Materials: Passage of Little Red Riding Hood. Crayons, Markers, coloured pencils,

Procedures

***Day 1***

*Prepare for the lesson by creating a slide show to tell the story of Little Red Riding Hood. This will get them excited as well as give a visual representation of the characters and story or Show a youtube video* ***(visual representation of the lesson)*** *of a clip in Shrek of the 3 little pigs when they say “Und he huffed, und he puffed, und he ….”*

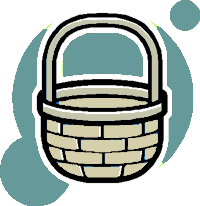
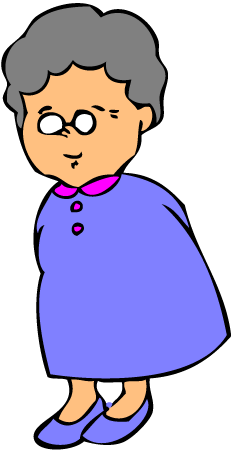
1. Go over any vocabulary

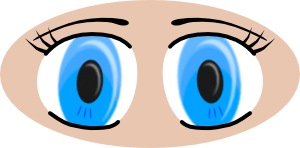
*Vocabulary:* **Have the students underline the vocabulary words.** **Provide pictures to demonstrate each vocabulary word, and elaborate with hand gestures and pitch while telling them what the vocabulary means. For further expansion, ask the students to put it into terms everyone can understand and give it a real world application people can relate to.**

*Grandmother basket house cloak beware wolf*

*Lurking woods carry big eyes jump*

*Scream wood cutter closet*



[](http://www.clker.com/clipart-26536.html)

***Day 2 Read The Little Red Riding Hood***

3) Summarize after each paragraph/section.

**-Summarize with the strategies listed above**

4)While reading, pick out the vocabulary words that are on the list and show the picture and mimic gestures again for clarification.

**-Pictures are provided in a slideshow sequence giving a visual representation of the folklore.**

***Days 3 and 4***

**Have a video that repeats the folklore and have it on cassette as well as on a computer in the classroom so the student can listen to it or read it several times.**

- **Acompany this recording with pictures if the youtube clip doesn’t provide one.**

***Day 5***

5)The students must then express if their culture has a story similar to this.

**-The folklore will be acted out by the student and their peers so they can have a visual and there can be a better understanding or the class will do a folklore together, so that everyone is working together to create a class folklore so the student is learning by being involved, listening, observing, and actively participating in the assignment.**

**- Sequence the story of Little Red Riding Hood in pictures and act it out. Then have the students act it out.**

- (**Provide examples, a dictionary, and dialect to help the students along. PP and EP students don’t have to write because they can’t. They may recite the assignment to me or draw pictures that they feel are representative of their story. I will help the students find something that represents a folk lore that relates to their culture. I will model a folk lore such as Little Red Riding Hood through hand gestures and visuals like a slide show so they can make up their own based on the idea. )**

Follow up/Assessment:

The students must go home and recite the Little Red Riding Hood and together they must work on a picture collage or colourful and creative word bank covering an 8’11 piece of paper.

**(PP) and (EP) - draw pictures that they feel are representative of their story; this way for EP specifically, I can ask questions about their story and receive one word answers.**

**(SP) and (IM)- must have the collage and word bank completed and they must explain it to the teacher in writing, and the teacher will have the student recite it to them the next day.**

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**To grandmother's house,  
To grandmother's house,  
To grandmother's house,  
I go.  
  
My basket is full  
Of good things to eat.....**

**.....   
  
To grandmother's house,  
To grandmother's house,  
To grandmother's house,  
I go.  
  
Into the woods  
I'll skip and sing.....**

**.....   
  
My red riding hood  
Will keep me warm.  
My cloak will keep me  
Safe from harm.  
  
My mother told me  
To beware  
In case a wolf  
Is lurking there.  Oh...  
  
Into the woods  
To grandmother's house,  
To grandmother's house  
I go.  
  
"Hello little girl.  
Where are you goin'?.....**

**.....   
  
The woods are so nice.  
What do you carry?.....   
  
To grandmother's house,  
To grandmother's house,  
To grandmother's house  
I go.  
  
My basket is full.....**

**.....   
  
I've no time to play  
I'm on my way.....**

**.....   
  
My red riding hood  
Will keep me warm.  
My cloak will keep me  
Safe from harm.  
  
My mother told me  
To beware.....**

**.....**

**Into the woods,  
Away from the wolf,.....**

**.....   
  
Red Riding Hood went into the house......**

**.....   
  
Granny what big eyes you have......**

**.....   
  
The wolf jumped out of bed and toward Red.  
Red riding hood screamed and yelled for help.  
The wood cutter ran in through the door  
And dropped that wolf right to the floor.  
  
In the closet there they found  
Granny hidden so safe and sound......**

**.....**

<http://www.songsforteaching.com/fairytales/littleredridinghood.htm>

Once upon a time, there was a little girl who lived in a village near the forest.  Whenever she went out, the little girl wore a red riding cloak, so everyone in the village called her Little Red Riding Hood.

One morning, Little Red Riding Hood asked her mother if she could go to visit her grandmother as it had been awhile since they'd seen each other.

"That's a good idea," her mother said.  So they packed a nice basket for Little Red Riding Hood to take to her grandmother.

When the basket was ready, the little girl put on her red cloak and kissed her mother goodbye.

"Remember, go straight to Grandma's house," her mother cautioned.  "Don't dawdle along the way and please don't talk to strangers!  The woods are dangerous."

"Don't worry, mommy," said Little Red Riding Hood, "I'll be careful."

But when Little Red Riding Hood noticed some lovely flowers in the woods, she forgot her promise to her mother.  She picked a few, watched the butterflies flit about for awhile, listened to the frogs croaking and then picked a few more.

Little Red Riding Hood was enjoying the warm summer day so much, that she didn't notice a dark shadow approaching out of the forest behind her...

Suddenly, the wolf appeared beside her.

"What are you doing out here, little girl?" the wolf asked in a voice as friendly as he could muster.

"I'm on my way to see my Grandma who lives through the forest, near the brook,"  Little Red Riding Hood replied.

Then she realized how late she was and quickly excused herself, rushing down the path to her Grandma's house.

The wolf, in the meantime, took a shortcut...

The wolf, a little out of breath from running, arrived at Grandma's and knocked lightly at the door.

"Oh thank goodness dear!  Come in, come in!  I was worried sick that something had happened to you in the forest," said Grandma thinking that the knock was her granddaughter.

The wolf let himself in.  Poor Granny did not have time to say another word, before the wolf gobbled her up!

The wolf let out a satisfied burp, and then poked through Granny's wardrobe to find a nightgown that he liked.  He added a frilly sleeping cap, and for good measure, dabbed some of Granny's perfume behind his pointy ears.

A few minutes later, Red Riding Hood knocked on the door.  The wolf jumped into bed and pulled the covers over his nose.  "Who is it?" he called in a cackly voice.

"It's me, Little Red Riding Hood."

"Oh how lovely!  Do come in, my dear," croaked the wolf.

When Little Red Riding Hood entered the little cottage, she could scarcely recognize her Grandmother.

"Grandmother!  Your voice sounds so odd.  Is something the matter?" she asked.

"Oh, I just have touch of a cold," squeaked the wolf adding a cough at the end to prove the point.

"But Grandmother!  What big ears you have," said Little Red Riding Hood as she edged closer to the bed.

"The better to hear you with, my dear," replied the wolf.

"But Grandmother!  What big eyes you have," said Little Red Riding Hood.

"The better to see you with, my dear," replied the wolf.

"But Grandmother!  What big teeth you have," said Little Red Riding Hood her voice quivering slightly.

"The better to eat you with, my dear," roared the wolf and he leapt out of the bed and began to chase the little girl.

Almost too late, Little Red Riding Hood realized that the person in the bed was not her Grandmother, but a hungry wolf.

She ran across the room and through the door, shouting, "Help!  Wolf!" as loudly as she could.

A woodsman who was chopping logs nearby heard her cry and ran towards the cottage as fast as he could.

He grabbed the wolf and made him spit out the poor Grandmother who was a bit frazzled by the whole experience, but still in one piece.

"Oh Grandma, I was so scared!"  sobbed Little Red Riding Hood, "I'll never speak to strangers or dawdle in the forest again."

"There, there, child.  You've learned an important lesson.  Thank goodness you shouted loud enough for this kind woodsman to hear you!"

The woodsman knocked out the wolf and carried him deep into the forest where he wouldn't bother people any longer.

Little Red Riding Hood and her Grandmother had a nice lunch and a long chat.

http://www.dltk-teach.com/rhymes/littlered/10.htm